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ABSTRACT

This collection of papers examines prior and current research and policy on grade repetition and social promotion. Papers include: "Where Is Lake Wobegon, Anyway? The Controversy Surrounding Social Promotion" (Richard Rothstein); "Student Retention: Why Is There a Gap between the Majority of Research Findings and School Practice?" (C. Kenneth Tanner and Susan Allan Galis); "Grade Retention and School Dropout: Investigating the Association" (Melissa Roderick); "School Readiness: The Need for a Paradigm Shift" (Martha P. Carlton and Adam Winsler); "Research vs. Practice: Kindergarten Retention and Student Readiness for First Grade" (Betty B. Peel); "Characteristics of Students Retained in Grade" (Jack Frymier); "Variables Contributing to Grade Retention among African American Adolescent Males" (Laxley W. Rodney, et al.); "Retention vs. Social Promotion" (Donna Harrington-Lueker); "Ending Social Promotion: Results from the First Two Years" (Melissa Roderick et al.); "Alternatives to Grade Retention" (Linda Darling-Hammond); "Summer Schools: Rx for Low Performance?" (Chris Pipho); "Year-Round Schools: Do They Improve Academic Performance?" (Richard L. Worsnop); "Looping: Adding Time, Strengthening Relationships" (Daniel L. Burke); "Inner-City Partnerships" (Rhea H. Kirk); and "Effects of Eighth-Grade Transition Programs on High School Retention and Experiences" (Julia B. Smith). (Papers contain references.) (SM)

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